DOCUMENT RESUME

ED 412 359 CE 074 874

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TITLE National Exemplary Career Guidance Programs: Making the Connection, 1996.
INSTITUTION National Center for Research in Vocational Education, Berkeley, CA.
SPONS AGENCY Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE 1997-10-00
NOTE 57p.
CONTRACT V051A30004-97A; V051A30003-97A
AVAILABLE FROM NCRVE Materials Distribution Service, 46 Horrabin Hall, Western Illinois University, Macomb, IL 61455; phone: 800-637-7652 (order no. MDS-1091, $6).
PUB TYPE Reports - Research (143)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Career Counseling; *Career Education; *Career Guidance; Cooperative Programs; Demonstration Programs; Elementary Secondary Education; Institutional Cooperation; Models; School Counseling; Tech Prep; Technology Education; *Vocational Education

ABSTRACT

This handbook highlights six exemplary career guidance and counseling programs identified through a nationwide search in 1996. The programs can serve as models for schools in responding to the career development needs of the growing diverse student population. The handbook is organized into four chapters. Chapter 1 provides background information about the search for outstanding programs. The criteria used in determining the exemplary programs are explained in chapter 2. A description of each recognized program, with the name, phone number, and address of a contact person are presented in chapter 3. The following programs are described: (1) Area Vocational Guidance and Counseling Program (Elgin, North Dakota); (2) Career and Technology Education Guidance and Counseling Program (Haltom City, Texas); (3) Flambeau Career Guidance and Counseling Program (Tony, Wisconsin); (4) School-Wide Counseling Program to Support Tech Prep (Elk Grove, Illinois); (5) Shared Counselor Partnership Program (Houston, Texas); and (6) Van Buren Intermediate School District's Comprehensive Career Guidance Program (Lawrence, Michigan). The concluding chapter contains practical suggestions from program coordinators for effective program design and implementation. Abstracts of the 1995 and 1996 exemplary programs are appended. The handbook also contains a program rating form and a list of eight references. (KC)

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Vocational Education

University of California, Berkeley

1996 National Exemplary Career Guidance Programs: Making the Connection

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1996 NATIONAL EXEMPLARY CAREER GUIDANCE PROGRAMS: MAKING THE CONNECTION

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Supported by
The Office of Vocational and Adult Education,
U.S. Department of Education

October 1997 MDS-1091

FUNDING INFORMATION

Project Title:	National Center for Research in Vocational Education
Grant Number:	V051A30003-97A/V051A30004-97A
Act under which Funds Administered:	Carl D. Perkins Vocational Education Act P.L. 98-524
Source of Grant:	Office of Vocational and Adult Education U.S. Department of Education Washington, DC 20202
Grantee:	The Regents of the University of California c/o National Center for Research in Vocational Education 2030 Addison Street, Suite 500 Berkeley, CA 94720-1674
Director:	David Stern
Percent of Total Grant Financed by Federal Money:	100%
Dollar Amount of Federal Funds for Grant:	$4,500,000

Disclaimer:

This publication was prepared pursuant to a grant with the Office of Vocational and Adult Education, U.S. Department of Education. Grantees undertaking such projects under government sponsorship are encouraged to express freely their judgement in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Education position or policy.

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Related Readings from NCRVE

for **1996 National Exemplary Career Guidance Programs: Making the Connection** (MDS-1091)

by Esmeralda S. Cunanan and Carolyn Maddy-Bernstein

Student Services: Achieving Success for All Secondary Students

Student services are all school programs, from career planning to childcare assistance, designed to facilitate learning and the successful transition of students to work and further education. Although current reforms do not emphasize these services, a full range of counseling, assessment, and related opportunities is as important to student success as curriculum, faculty, and teaching techniques. This document will help secondary school administrators and teachers develop a coordinated and comprehensive program of student services, thus enabling increasingly diverse populations to learn well in school and to develop their potentials. By C. Maddy-Bernstein, E. S. Cunanan.
MDS-1007/November 1996/$6.50

Exemplary Career Guidance Programs: What Should They Look Like?

This document is designed to assist counselors, vocational educators, and other counseling professionals improve their career guidance and counseling programs. It includes a clarification of the school counselor's role and a description of the framework developed by the NCRVE Office of Student Services for identifying exemplary career guidance programs. It also contains information about three secondary schools striving to build comprehensive, integrated career guidance and counseling programs. A section describing the National Career Development Guidelines is presented. By C. Maddy-Bernstein, E. S. Cunanan.
MDS-855/September 1995/$5.50

Profiles and Best Practices: Exemplary Vocational Special Populations Programs

Individuals working with special populations face the challenge of finding creative ways to help these students overcome many of the barriers that can hinder their success. This monograph discusses the characteristics shared by exemplary vocational special populations programs. Twenty key components are described, from administrative leadership and support to program evaluation, integrated vocational/academic curriculum, instructional support services, and work experience opportunities. Best practices for each component provide concrete examples culled from exemplary programs. By Z. B. Matias, C. Maddy-Bernstein, J. A. Kantenberger
MDS-856/December 1995/$8.50

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EXECUTIVE SUMMARY

The U.S. Department of Education in collaboration with the National Center for Research in Vocational Education's (NCRVE) Office of Student Services conducted a national search for exemplary career guidance programs in 1996. The search was supported by the National Association of State Career Development/Guidance Supervisors and the American Vocational Association. The exemplary programs recognized in 1996 can serve as models for schools in responding to the career development needs of the growing diverse student population through comprehensive career guidance programs.

This handbook highlights the six exemplary career guidance and counseling programs identified during the nationwide search in 1996. It is organized into four chapters. Chapter 1 provides background information about the search for outstanding programs. The criteria used by teams of professionals in determining the exemplary programs are explained in Chapter 2. A description of each recognized program with the name, phone number, and address of a contact person are presented in Chapter 3. The concluding chapter contains practical suggestions from program coordinators for effective program design and implementation. Abstracts of the 1996 and 1995 exemplary programs are appended.

CHAPTER 1:
BACKGROUND

Drawing from the success of the search for exemplary career guidance programs in 1995, the U.S. Department of Education and the National Center for Research in Vocational Education's Office of Student Services (NCRVE-OSS) collaborated to conduct the second annual search in 1996. The search was also supported by the National Association of State Career Development/Guidance Supervisors and the American Vocational Association. These four organizations are jointly recognizing programs that can be emulated and duplicated by educational institutions working to develop or improve their career guidance and counseling programs.

Applications submitted by schools and colleges across the nations were received by NCRVE-OSS. Applications were reviewed by a panel of nationally recognized professionals in the field using strict research-based criteria that focused on three clusters of components: (1) Career Guidance and Counseling Program Plan; (2) Collaboration, Articulation, and Communication Efforts; and (3) Institutional Support, Leadership, and Program Evaluation. Teams made site visits to determine top ranking programs. There were six programs recognized as exemplary career guidance and counseling programs during the 1996 nationwide search. These programs exemplify school efforts in developing and implementing well-integrated, comprehensive career guidance programs that assist all students in their transition from school to the world of work and/or further education. Each is successful in helping all students make the connection between school and work. State Departments of Education in which the six programs operate endorsed these programs for their exemplariness and for meeting state educational priorities. The identified programs can serve as models for schools in responding to the career development needs of the growing diverse student population through comprehensive career guidance programs.

NCRVE-OSS announced the six exemplary programs in several national newsletters. Information about the programs was disseminated through the OSS' publications and during workshops and conference presentations. Program information was also entered into the OSS' database of exemplary programs. Professionals, agencies, and other educational institutions can access the information about these programs through the OSS database (http://ncrve-oss.ed.uiuc.edu). In addition, representatives of the various

programs have shared their success during presentations at regional and national conferences.

This document contains the criteria used for identifying exemplary programs; a description of each recognized program; the name, phone number, and address of a contact person for each of the exemplary programs; and suggestions for effective program implementation. For more information, contact OSS or the program representatives.

CHAPTER 2:
CRITERIA FOR EXEMPLARS

The framework describing the components of exemplary career guidance and counseling programs that served as the basis for the national search was developed by Carolyn Maddy-Bernstein in 1994. Maddy-Bernstein, director of NCRVE-OSS, collaborated with the U.S. Department of Education (USDoE) and national leaders in the field of career education to review and improve the criteria to be used in selecting exemplary career guidance and counseling programs. The guidelines were fully explained in the applications that were distributed to state personnel and other individuals, organizations, and educational institutions.

The search encouraged and invited career guidance and counseling programs that

- serve individuals in various public or private settings and educational levels (e.g., comprehensive high school, specialized vocational high school, secondary level area vocational center, alternative secondary school, postsecondary/technical institute/community college, alternative postsecondary program, or adult and continuing education agency). Settings may be a school district or a single school or institution. Educational levels may include K-adult guidance programs.
- are accessible to ALL students in the setting.

In addition, the following are essential attributes that each applying program should possess:

- The program is operational.
- The program reflects adequately the requirements and priorities of the State Department of Education in the state in which it operates.
- The program provides measured evidence of effectiveness.
- The program is cost effective. A cost-effective program is one in which
    - measured evidence of effectiveness is greater than the resources being invested.

- program costs are in line with other programs with the same or similar outcomes.
- the program either
  - operates on revenues available to other districts or institutions.
  - has identified and has committed revenues to continue the program after special funding ends, if receiving special funding.

- The program offers students the full range of educational options including vocational-technical careers.
- The program meets the needs of and serves ALL students, including
  - males and females.
  - students who are members of minority groups.
  - students with disabilities.
  - students who are economically or academically disadvantaged.
  - students with limited English proficiency.
  - students who are enrolled or potentially may enroll in vocational education programs.

At the heart of the 1996 search was the framework for identifying exemplary career guidance and counseling programs which consisted of three clusters of components: (1) Career Guidance and Counseling Program Plan; (2) Collaboration, Articulation, and Communication; and (3) Institutional Support, Leadership, and Program Evaluation (Maddy-Bernstein & Cunanan, 1995). (Appendix A contains the Rating Form for evaluating the application.)

The first cluster of components—Career Guidance and Counseling Program Plan—are adapted from the National Career Development Guidelines (National Occupational

Information Coordinating Committee [NOICC], 1989, 1996). Ideally, career guidance programs enhance the following:

- self-knowledge and self-awareness (conscious examination of personal values, interests, and goals)
- educational and occupational exploration (presentation and integration of information and experience)
- decision-making and career planning (understanding the interrelations between the self and the world and developing skills to make realistic choices and rational decisions). (NOICC, 1989, p. 9)

A component requiring that programs address the needs of diverse student populations is included in the framework to determine student needs as a result of economic status, gender, culture, race, and ability differences. In addition, guidance programs must ensure the delivery of essential support services (e.g., tutoring, academic advising, assessment).

The second cluster of components—Collaboration, Articulation, and Communication—stress the importance of forging strong partnerships with parents, businesses, teachers, and community organizations. Effective guidance programs are successful in getting the support of area businesses, industries, and/or community organizations.

The third cluster of components—Institutional Support, Leadership, and Program Evaluation—are typical of any good program. Such programs have strong administrative support, financial assistance, qualified personnel, program facilities, ongoing professional development, program evaluation, and follow-up to determine program and student outcomes. (See Figure 1.)

Figure 1
Components of Exemplary Career Guidance and Counseling Programs

A. Career Guidance and Counseling Program Plan

1. Assisting Students/Clients:

1.1. In Increasing Self-Knowledge and Self-Advocacy

1.2. In Educational and Occupational Exploration

1.3. In Lifelong Career Planning, Preparation, and Transition

(Adapted from the National Occupational Information Coordinating Committee's [NOICC] National Career Development Guidelines, 1989, 1996.)

2. Addressing the Needs of Diverse Student Populations

3. Program Support Services

B. Collaboration, Articulation, and Communication

1. Family/Parental Involvement and Support

2. Faculty/Staff Involvement in Career Guidance and Counseling Program

3. Intra- and Interagency Collaboration

4. Collaboration with Business

C. Institutional Support, Leadership, and Program Evaluation

1. Institutional Support

2. Facilities

3. Financial Support

4. Guidance Personnel Qualifications

5. Professional Development

6. Program and Planning Evaluation

7. Follow-Up of Program Completers and Noncompleters

CHAPTER 3:
MODEL PROGRAMS: WHAT MAKES THEM WORK

In 1996, the USDoE in collaboration with NCRVE-OSS recognized six exemplary career guidance and counseling programs. These programs possess a majority of the components described in the framework for identifying exemplary career guidance and counseling programs. To this date, every program continues to assist all students in their successful transition from school to the world of work and/or further learning. Several aspects of these programs can be duplicated by schools, institutions, or other programs striving to meet the career development needs of their students.

This section presents program information taken from the applications submitted, surveys of program coordinators, and site visit evaluation results. It contains a description of every program's purpose, target groups, address, telephone number, fax number, contact person, essential features, and career activities. Program coordinators provided input about the essential features of their programs.

AREA VOCATIONAL GUIDANCE AND COUNSELING PROGRAM
Elgin, North Dakota

Purpose: To foster the career development of all students.

Target Groups: Grades 7-12, students from the four small rural communities of New Leipzig, Elgin, Flasher, and Carson in North Dakota

Address: Elgin Public Schools
110 NW Street, P.O. Box 70
Elgin, ND 58533

Telephone Number: (701) 584-2374

Fax Number: (701) 584-3018

Contact Person: Kim K. Schock, Area Vocational Guidance Counselor

Essential Features: The Area Vocational Guidance and Counseling Program is a cost-effective, highly visible program in four small rural communities in Southwest North Dakota. It assists students in their educational, occupational, and personal/social development. The program, which is based on the National Career Development Guidelines, helps students make the connection between their educational achievement, personal/social background, and career aspirations through the development of a career portfolio developed by the program coordinator and guidance staff.

The portfolio is used in the elementary level as a means for students to track their performance in standardized testing. The elementary counseling department and the Area Vocational Guidance Program staff work together to help students establish some career direction at an early stage of their lives. Students develop their career portfolio from the 7th grade through their senior year. The portfolio is key to helping students better understand themselves and acquire skills essential to making informed and positive career decisions.

The following agencies, organizations, and support programs are committed to providing support services:

- The elementary guidance program staff guide students early in their career development.
- The State Career Development Supervisor, Dennis Steele, provides resources, suggestions, and networking opportunities.
- The North Dakota Department of Public Instruction and the North Dakota State Occupational Information Coordinating Committee serve as a valuable informational support system.
- The faculty and administration from all four schools take an active part in the career development of all students.
- An advisory committee, consisting of a community representative and students, provides references, contacts, and referrals.
- A peer tutor program is a venue for students to help each other with academic concerns.

Career Activities:

Career Development Process	*Grade(s)*	*Activities*
Career Awareness	**4-12**	Students from grades 4-12 receive the *Career Outlook*, a publication developed by the area vocational counselor in consultation with the North Dakota State Occupations Information Coordinating Committee (NDSOICC). The *Career Outlook* gives students and parents the most current occupational information in North Dakota. The Comprehensive Tests of Basic Skills (CTBS) is administered to students each year to track their progress.

Career Investigation

7 Information from the *Career Outlook* is used in the 7th grade to help students determine their career interests. Students discuss the world of work after viewing the video *Your Future: Planning Through Career Exploration*. They also take a career planning quiz, results of which are added to their career portfolios.

8 *Planning for Life, College, and Careers* is used in the 8th grade to help students see the relationship between their interests, the subjects available in high school, and their career goals. The video, *Your Interest: Related to Work Activities*, also provides valuable career information.

Career Exploration

9 As a cooperative project between counselors and English teachers, 9th-grade students do a career unit in their English classes. Students complete the *Career Area Interest Checklist*. English instructors require students to use career information for developing speeches and writing term papers.

At the beginning of the 9th grade, students do the *High School Career-Course Planner*.

10 Tenth graders take the General Aptitude Test Battery (GATB) to determine their strengths and weaknesses and to match their aptitudes with the appropriate occupations.

Tenth-grade students do an activity, *You Can Be What You Want To Be* by the American Vocational Association to evaluate their interests and match these with programs and careers for their future. They also complete the *JOB-O-A*,

which is an advanced version of the *JOB-O* they did in the 8th grade. By the end of the tenth year, students complete the activity *How To Read a College Catalog* to learn about postsecondary programs and institutions.

Career Preparation

11

All juniors take the Armed Services Vocational Aptitude Battery (ASVAB).

Juniors can opt to take the Preliminary Scholastic Aptitude Test (PSAT) to prepare them for future standardized tests and use scores to apply for scholarships.

College fairs give juniors the opportunity to talk with representatives from institutions of their choice and make plans to visit schools of their choice. During a planning session prior to the fair, college major handbooks, individualized portfolios, all standardized tests, and the *Choices* programs are reviewed.

12

Seniors' ACT scores are used for assessment for admittance into postsecondary institutions, scholarship purposes, identification of strengths and weaknesses, and self-assessment.

Seniors also attend planning sessions where they review and assess their individualized portfolios, standardized tests, and their planned career/ courses. College applications are completed. Transcript information is discussed and financial aid, scholarship, loans, and grants are explored.

Seniors also receive a checklist to help them plan for transition from high school to the next step in life. Career Portfolios allow students to sum up their interests, aptitudes, and academic capability and develop a résumé.

CAREER AND TECHNOLOGY EDUCATION GUIDANCE AND COUNSELING PROGRAM

Haltom City, Texas

Purpose: To ensure that all students in the Birdville Independent School District acquire the necessary tools which will empower them to make sound educational and career decisions.

Target Groups: Grades 7-12, students from five northeast Tarrant County communities including Richland Hills, parts of Haltom City, Hurst, North Richland Hills, and Watauga in Texas

Address: Birdville Independent School District
6125 E. Belknap
Haltom City, TX 76117

Telephone Number: (817) 831-5786

Fax Number: (817) 838-7261

Contact Person: Dr. Ed Foster, Counselor of Career and Technology Education
Dr. Linda Anderson (Linda_Anderson@qm.birdville.k12.tx.us)

Essential Features: The success of the Career and Technology Education Guidance and Counseling Program is the result of the collaboration and commitment of counselors, teachers, administrators, parents, businesses and industries, community organizations, and other school personnel. The program provides all students a relevant education that focuses on the development of skills and knowledge essential in making successful educational, career, and occupational decisions and plans.

Counselors of the guidance program use a variety of strategies in responding to the career developmental needs of their students, including the following:

- assessment
- counseling
- outreach

- instruction
- work experience
- internships
- mentoring
- consulting
- referral
- placement
- follow-up activities

Appropriate academics are integrated with technical studies to support students' graduation plans or Tech Prep degree plans. Students select career pathways that provide them and their parents with direction in planning courses of study.

Career Activities:

Career Development Process	*Grade(s)*	*Activities*
Career Investigation	**7-8**	Guest speakers, usually parents and community volunteers, discuss their respective careers with students. Students gain more information about occupations and careers through class writing assignments and stories. Career Days are planned for students, including a Tech Prep Career Fair. Students complete the career interest surveys.
	8	All 8th graders complete the Differential Aptitude Test (DAT).
Career Exploration	**7-12**	Each spring, students in grades 7-12 participate in group and individual guidance at the high school campuses to plan their programs for the following year. The Birdville CATE develops, prints, and distributes a *Career Pathways* book,

		which includes a 10-minute video, to students and their parents.
	9-12	A series of assemblies are held to describe all CATE programs, including how these programs link to employment and/or postsecondary training. Tech Prep options, special scholarships, and internship programs are explained. All students have access to the computerized Guidance Information System (GIS).
Career Preparation	**11-12**	Students select laboratory projects and/or on-the-job training programs.
		Juniors and seniors take the SAT, ACT, and ASVB tests in preparation for postsecondary education.
		Eleventh and 12th graders attend college nights.

FLAMBEAU CAREER GUIDANCE AND COUNSELING PROGRAM
Tony, Wisconsin

Purpose: To provide a comprehensive and systematic set of services to K-12 students and area adults.

Target Groups: Approximately 700 K-12 students in a very rural and economically disadvantaged area of northwestern Wisconsin

Address: School District of Flambeau
N5377 Maple Street
Tony, WI 54563

Telephone Number: (715) 532-7760

Fax Number: (715) 532-5405

Contact Persons: Doug Spielman, 7-12 Counselor
Chuck Ericksen, Community Education Director

Essential Features: Through integrated and applied curriculum and special student services, the Flambeau Career Guidance and Counseling (FCGC) Program introduces and connects students to individuals, institutions, and agencies who can help them realize their potential for lifelong learning and work within the community. Everyone involved in the Flambeau Career Guidance and Counseling Program believes *all* students should have an opportunity to become involved in meaningful education and/or community activities. As a team, they help students in developing and implementing their personalized learning plans and facilitate experiential learning to assist students in developing independence, leadership skills, and entrepreneurial skills.

The school district is also strongly committed to providing educational services to community residents of all ages. A cooperative arrangement exists between the nationally recognized Flambeau Community Education Program and the FCGC Program based on partnerships established over time. Adults in the community participate in workshops, classes, forums, focus groups, and special presentations conducted through the community education program. Consequently, these students undertake activities that emphasize job

skills development, personal development, career development, community leadership training, professional development, and parenting skills.

The FCGC Program takes pride in contributing to (1) reducing dropout rates, (2) increasing student enrollment in postsecondary institutions, and (3) improving the employability of students. A strong partnership between the school and community organizations and businesses and industries is a major factor in the program's success.

Career Activities:

Career Development Process	*Grade(s)*	*Activities*
Career Awareness	**K-6**	Teachers integrate career guidance activities into all facets of their curriculum during the regular school year and summer school. Elementary students engage in activities focusing on the development of positive interpersonal behaviors and goal-setting skills. Teachers use the Wisconsin Career Developmental Guidance Model (WDGM) to integrate developmental guidance into the curriculum. The following are some specific career awareness activities. • Students participate in community programs such as "What's New in Technology." • Children and senior citizens build bird houses and feeders and study ornithology with natural resource specialists. • Second and 4th graders run a business. • Kindergarten students run a post office.

- Fifth graders simulate business activities through Junior Achievement.

Career Investigation **7-8**

Activities to expose students to a variety of occupations and careers are integrated into the curriculum.

The Wisconsin Student Assessment System tools are used to help students understand their interests, aptitudes, and motivations.

The FCGC Program provides the following career-related activities:

- job shadowing for all 8th graders
- career fairs
- Entrepreneurship Day
- "Putting Your Best Foot Forward," an all day nontraditional career awareness/self-esteem program for 7th and 8th graders
- Survey courses in fine arts and vocational education allowing students to explore career possibilities in a hands-on environment
- Field trips to businesses and industries

Career Exploration **9-10**

All teachers facilitate career planning and high school course selection. The FCGC Program provides students with educational and career opportunities through various community partnerships. The Wisconsin Student Assessment System, The Self-Directed Search-Career Explorer, and Career Vision tools are used within a classroom setting.

		Tenth graders are required to participate in three self-assessment exercises (i.e., Self-Directed Search-Form R, Meyers Briggs, and the 10th Grade Wisconsin Student Assessment).
		With their parents, students select one of 15 career cluster areas during each school year. Teachers and community members who act as student mentors arrange field trips to businesses, technical colleges, and universities. Students in the 10th grade continue to develop their cumulative career portfolio.
Career Preparation	**11-12**	Eleventh- and 12th-grade students take the ASVAB, ACT, and PSAT examinations.
		Each student develops a personalized career plan. Job-seeking skills (e.g., résumés, letters of application, interviewing) are taught in both English and vocational classes. Teachers serve as mentors.
		Student entrepreneurship initiatives are supported through REAL (Rural Entrepreneurship through Action Learning) classes. Students also participate in a career awareness workshop. Community people provide structured community-based learning experiences by hosting field trips and job experiences.
		As part of an 11th-grade English class, students experience job shadowing.
	12	Students complete a professional career portfolio by spring of their senior year.

SCHOOL-WIDE COUNSELING PROGRAM TO SUPPORT TECH PREP
Elk Grove, Illinois

Purpose: To organize and update a well-defined system of guidance activities that promote the career development of all students.

Target Groups: Approximately 1,700 students in Elk Grove High School that is located in a large suburban district 25 miles northwest of Chicago

Address: Elk Grove High School
500 W. Elk Grove Boulevard
Elk Grove, IL 60007

Telephone Number: (847) 718-4455

Fax Number: (847) 718-4515

Contact Person: Dr. Anna Marie Yates, Counselor

Essential Features: The School-Wide Counseling Program To Support Tech Prep has appropriate avenues to address the needs of all students, including ESL counseling, the Talent Development Program, Special Education Services, and Upcoming Advisory Groups. Students leaving Elk Grove High School are equipped with the knowledge, skills, and attitudes necessary for making informed career and educational decisions.

The program is led by a team of nine counselors who provide career/educational and personal/social counseling. The outcome-based program is a planned curriculum designed to empower students to learn more effectively and efficiently. The program provides specialized counseling and intervention services and offers maximum student growth and development in three domains: (1) educational/academic—learning to learn, (2) personal, social, physical—learning to live, and (3) career—learning to work.

All students build portfolios that contain their assessment results, best work, résumé, cover letter, and other evidence of accomplishments. Student transition to postsecondary education and/or work is facilitated by career development activities such as

participating in job shadowing, an internship, and volunteer work. Students also have opportunities for part-time employment that match their work styles or preferences.

Career Activities:

Career Development Process	*Grade(s)*	*Activities*
Career Exploration	**9**	Incoming freshmen take EXPLORE and the Learning Styles Inventory. Students and their parents learn about the student portfolio "Know Yourself from A to Z" and Tech Prep options at the beginning of the school year. During the Freshman Orientation Day, students begin exploring their career goals and "dream" of the perfect future job.
	10	A comprehensive career unit is taught to all students while they are enrolled in the oral communications class. Students learn to use or explore resources available in school, including the GIS on computer, the *Dictionary of Occupational Titles*, the *Occupational Handbook*, career files, college files, college view books, catalogs, videos, college guides and scholarship information, and other career- and college-related materials. Results from the Harrington O'Shea Career Decision-Making System are used in researching about careers. Students learn how to complete a job application, write a cover letter, prepare a résumé, and prepare for a job interview. They also participate in a mock job interview.

Career Preparation	**11-12**	Students take the SAT and ACT tests.

Juniors and seniors have opportunities to get experience in the workplace. They may participate in several school-to-work programs such as interrelated career education programs, extended campus programs, and programs offered by Harper College. They are encouraged to enroll in the Public Service and Community Resource course and/or become involved in service learning. Through service learning, students do volunteer work that allows them to work side-by-side with employees at the work site.

Those who choose to pursue the Tech Prep program start an internship by their senior year. Students have access to career nights, career-oriented field trips, college visits, mentoring, and job shadowing.

Students may also take a seminar course designed to help them transition from high school to the world of work and/or further education. A Vocational Exploration course is available to offer students on-the-job experiences in the community as well as three weeks in a classroom setting.

SHARED COUNSELOR PARTNERSHIP PROGRAM
Houston, Texas

Purpose: To facilitate the successful transition of high school students into postsecondary education programs.

Target Groups: High school students within two service school districts, including Aldine Independent School District and Spring Independent School District in Texas

Address: North Harris College
2700 West W. Thorne Drive
Houston, TX 77073-3499

Telephone Number: (281) 618-5434

Fax Number: (281) 618-5402

Contact Person: Vicki Stanfield, Program Director
(stanfiv@nhc.nhmccd.cc.tx.us)

Essential Features: The Shared Counselor Partnership Program is the first of its kind. Partnering the community college with area school districts to assist high school students in their transition to postsecondary education creates a win-win situation for the involved institutions and students.

The program enhances the guidance program at both the high school and the college by providing the expertise of a trained college advisor at the high school and by having a college liaison as a member of the high school counseling team. It supports the district's emphasis on engagement in community partnerships with businesses, industries, schools, universities, and other public entities to provide connected learning opportunities for a diverse group of the student population. As a result of the program's initial success in increasing the number of students matriculating to postsecondary education programs at North Harris College and other colleges and universities, the program has gotten the full support of their administration. Collaboration is the key to the program's success.

The program's major focus is assisting more students to enter post high school education. By exposing students to the college environment through various activities, they learn how to make informed choices about their career and education. The Shared Counselor Partnership Program is a response to the disparity in services available to and used by the majority of the "middle" or average students who may not have a clear vision of their career possibilities or the level or type of education required. Thus, these students are introduced to various program offerings and career pathways.

Career Activities:

Career Development Process	*Grade(s)*	*Activities*
Career Exploration	**9**	Students are introduced to the *Get a Life* career portfolio and begin developing their individual career plan.
		Fish Camp activities conducted at various sites assist students in making good decisions and in understanding the interrelationship of life roles and the relationship between education and career planning.
		The Program for Academic Recovery (PAR) provides 9th-grade students who are at risk of failing a total educational program designed to assist in the development of a positive self-concept and skills for success.
		Students also have access to group workshops on career planning, résumé writing, stress management, and family issues.
	9-12	Group counseling led by counselors and specially trained teachers is held to discuss psychoeducational topics in relation to

		developing a positive self-concept and interpersonal skills. Individual counseling is also provided.
	10	Tenth graders and their parents participate in the College and Career Workshop designed to provide the latest information about career trends.
Career Preparation	11	Eleventh graders take the ASVAB to assess their aptitudes and abilities for use in career planning.
	11-12	Workshops are held annually to help students prepare for the PSAT, SAT, and ACT testing.
		The Vocational Leadership Conference provides information on job applications, interviewing skills, and job leads for incoming cooperative students.
		Career Fairs give local business representatives and professionals the time to talk with students about the opportunities available in their chosen careers.
		Improved Career-Decision Making Workshop provides parents and students with the most current career trends identified by the Texas State Occupational Information Coordinating Committee.
		College night gives students the opportunity to visit with over 100 college representatives.
		Those eligible for enrollment at the community college while in high school can avail of the Dual Credit Program. Night classes and programs are offered at the community college to provide students the chance to earn high school credits.

Project Success, an eight-week program, assists prospective college students in developing the skills needed to reach their highest potential in college.

Students interested in studying at North Harris College take the ASSET placement test to determine appropriate placement and course of study upon entering college.

12 Senior orientation activities focus on the dissemination of general college information to students.

The Senior-to-Senior Conference provides an opportunity for former graduates to share their experiences with current seniors about college and/or career life after high school.

VAN BUREN INTERMEDIATE SCHOOL DISTRICT'S COMPREHENSIVE CAREER GUIDANCE PROGRAM

Lawrence, Michigan

Purpose: To help students (1) make career and educational decisions, (2) develop individual career plans, (3) implement decisions, and (4) prepare a portfolio to document progress toward their educational and career goals.

Target Groups: Youth and adults in Van Buren County

Address: Van Buren Intermediate School District Vocational-Technical Center
250 South Street
Lawrence, MI 49064

Telephone Number: (616) 674-8001, ext. 303

Fax Number: (616) 674-8954

Contact Person: Donald Olendorf, Administrator for Special Programs
(DOLENDORF@aol.com)

Essential Features: The Van Buren program is based on Donald Super's premise that an effective guidance program enhances students abilities to make intelligent decisions and plans. This dynamic process involves self-awareness, option awareness, decision-making, planning, and placement. To further address the needs of students in the fifteen local school districts served, educators, employers, and the community incorporate technology to expand their guidance content and delivery system.

Students who include vocational training as part of their education benefit from the programs and services at the Vocational-Technical Center. Guidance coordinators help students review and update their plans.

Counselors at the Van Buren Technical Center and the counselors and teachers in the local districts collaborate in helping all students in their career and educational planning. Students are assisted to translate their decisions into a personal career plan, known as an

Employability Development Plan (EDP). In addition to the EDP, students develop a four-year program plan based on their career and postsecondary decisions. The EDP is the starting point for the student-managed portfolios that document students' progress toward the goals outlined in their career plans. Many of the Van Buren senior students have successfully obtained college assistance, scholarships, and grants by presenting their completed portfolios when interviewing or applying. The information contained in the portfolios is summarized into résumés. While the EDP is the index for the portfolio, the résumé serves as its summary.

The Van Buren Intermediate School District Vocational-Technical Center's Comprehensive Career Guidance Program was recognized as an exemplary program by the U.S. Office of Education in 1986 and by the United States Army in 1994 under its Planning for Life Awards.

Career Activities:

Career Development Process	***Grade(s)***	***Activities***
Career Investigation	**8-9**	Students develop self-awareness, option-awareness, and decision-making through the Prefolio program.
Career Exploration	**8-9**	Eighth and 9th graders make tentative career and educational decisions and identify a career area. They visit all of the career clusters offered by the Vocational-Technical Center.
	9-12	Students use locally developed and commercial inventories to help them determine their interests and achievements. They can also use Holland's Self-Directed Search and the Differential Aptitude Test. Career exploration activities include viewing videotapes, inviting speakers, college days, job

awareness days, and simulations. Most of these activities are integrated in the high school curriculum.

Open House at the Vocational-Technical Center is popular among parents and students since this gives them the chance to see what the center has to offer.

Students may explore careers at any of the cluster levels:

- Agribusiness
- Business and Office
- Communications and Media
- Construction
- Fine Arts
- Health
- Manufacturing Technology
- Marketing
- Science and Technology
- Service
- Transportation
- Career Preparation

10 Tenth graders return to the Vocational-Technical Center to spend an hour in each of their top two cluster areas.

11-12 Students have the opportunity for job shadowing and participating in co-op.

Juniors and seniors summarize the contents of their portfolios into a résumé. The portfolios have been used to secure employment and admission to colleges as well as for scholarships.

CHAPTER 4:
GUIDELINES FOR SUCCESSFUL IMPLEMENTATION

The following are practical suggestions from the coordinators of the six exemplary programs. These are tips found to be effective in designing and implementing career guidance and counseling programs that work.

- **Conduct a needs or situation assessment.**
  It is essential that programs are driven by the needs within the system. The following questions can be used in assessing the existing reality in the school or community. What is it that needs to be addressed? Who are the clientele? Where are they located? How many are there? How can they be reached and served? What are they interested in learning. What are their needs? What are the steps to take to correct the problem?

- **Build partnerships.**
  Find a core of people within the school and community committed to career guidance and counseling. Develop a philosophy and a set of doable and reachable goals. Take steps over time to build an ever growing and evolving program. It is also important to get the support of key administrators. There is a need for educators, administrators, counselors, business and industry representatives, parents, and postsecondary officials to work as a team to effectively assist the youth in realizing their educational and career aspirations.

- **Create a shared vision and common direction.**
  One of the first steps in carrying out a program effectively is to unite individuals within the organization behind a central vision. A vision is an articulation of the program's desired future for its students.

- **Be resourceful.**
  Maximize all human resources available in the school and in the community. Reach out to staff and professionals in creative ways. Think of the total learning environment of the school/community and attempt to build a culture of lifelong learning.

- **Design comprehensive programs that include a variety of application activities.**
  Integrating guidance activities within the regular academic curriculum provides continuity. Students see the connection between schooling and work by providing work-based learning activities, including job shadowing, internships, career simulations, and on-the-job training.

- **Involve all school personnel in every facet of the program.**
  To ensure success, it is critical to include teachers, support staff, and guidance personnel in the design and implementation of the program. When everyone is working as a team, the opportunities provided to students is without limits. Consequently, students are more likely to see the school-career departments and other units of instruction collaborate.

- **Search out the services and resources available in your state.**
  Tap available services and seek assistance (e.g., funding, equipment) from offices, organizations, educational information centers, and professionals in your state.

- **Be visible.**
  Good practices and programs are worthless if they are not shared with others who can learn from them. Participate in local, consortium, and state meetings and conferences. Join with other forces that can provide some meaningful learning experiences to students such as offices on Tech Prep, School-to-Work, and Goals 2000, and postsecondary institutions.

- **Prepare individuals for new job responsibilities.**
  Plan professional development activities for teachers and counselors to orient them to their roles of successfully assisting students in educational and career planning. Frustrations can be avoided when roles are clear and job descriptions are well-defined. Workshops and inservice seminars can help school personnel keep up-to-date with changes and approaches on how to better serve students.

- **Conduct an ongoing evaluation of the program.**
  Evaluation is often a neglected component. Periodic program assessment is essential for program improvement. Assessment results can be used to modify or enhance the program. Evaluation can provide significant student data and program information.

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APPENDIX A
RATING FORM

Applicant: _____

Signature of Reviewer: _____

Date: _____

			Total
Part 1:	General Information	2 points possible	_____
Part 2:	Demographic Information	8 points possible	_____
Part 3:	Program Information	4 points possible	_____
Part 4:	Components (itemized below)	86 points possible	_____
TOTAL	**100 points possible**		

Part 4: Components

A.	Career Guidance and Counseling Program Plan			
	1.	Assisting Students with Career Development Competencies		_____
		1.2 Assist students/clients to increase self-knowledge and self-advocacy	11 points possible	_____
		1.3 Assist students/clients in educational and occupational exploration	11 points possible	_____
		1.4 Assist students/clients in career planning, preparation, and transition	11 points possible	_____
	2.	Addressing the Needs of Diverse Student Populations	6 points possible	_____
	3.	Program Support Services	6 points possible	_____
B.	Collaboration, Articulation, and Communication			
	1.	Family/Parental Involvement and Support	5 points possible	_____
	2.	Faculty/Staff Involvement in Guidance/ Counseling Program	5 points possible	_____
	3.	Intra- and Interagency Collaboration	5 points possible	_____
	4.	Collaboration with Business	5 points possible	_____

C. Institutional Support, Leadership, and Program Evaluation

1.	Institutional Support	3 points possible	_____
2.	Facilities	3 points possible	_____
3.	Financial Support	3 points possible	_____
4.	Guidance Personnel Qualifications	3 points possible	_____
5.	Professional Development	3 points possible	_____
6	Program Evaluation	3 points possible	_____
7.	Follow-Up of Program Completers and Noncompleters	3 points possible	_____
		86 points possible	_____

TOTAL: 100 points possible _____

Overall Comments: (Please list major strengths and weaknesses/concerns about the program.)

_____

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Overall Recommendation:

_____ Do not recommend for site visit/evaluation.

_____ Recommend for site visit/evaluation. (Please indicate below your concerns about the program, if any, that need to be addressed during the visit.)

_____

_____

_____

APPENDIX B
ABSTRACTS OF 1996 EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

Area Vocational Guidance and Counseling Program

Kim K. Schock, Area Vocational Guidance Counselor
Elgin Public Schools
110 NW Street, P.O. Box 70
Elgin, ND 58533
(701) 584-2374
Fax: (701) 584-3018

Serving four small rural communities in southwest North Dakota, this comprehensive program strives to foster career development of students at all levels, with emphasis on serving the needs of students from grades 7-12. The program is based on the National Career Development Guidelines and operates on a Management By Objectives plan which includes a needs matrix that outlines students' activities for the whole year. The matrix shows career information activities and the dates they are conducted, interest and values, aptitude and achievement, orientation information, peer tutor needs or opportunities and other special needs, and meetings with counselors or other school personnel. Ninth- through 12th-grade students take the CHOICES program, a required career class taught by both academic and vocational teachers, as well as administrators and staff, parents, and advisory committee members. Every student in the district's four schools has a career portfolio that is updated yearly and given to students upon graduation. An advisory committee composed of a student, a community member, and a guidance counselor determines resources for the guidance program. The guidance counselor provides teacher inservice so that teachers can incorporate relevant career-related activities into their courses. Job shadowing activities are conducted in conjunction with a school-to-work grant. An annual follow-up of all graduates is also conducted. Completion rates for all vocational programs are very high, and the annual dropout rate is usually zero.

Career and Technology Education Guidance and Counseling Program

Dr. Ed Foster, Counselor of Career and Technology Education
Dr. Linda Anderson
Birdville Independent School District
6125 E. Belknap
Haltom City, TX 76117
(817) 831-5786
Fax: (817) 838-7261
E-mail: Linda_Anderson@qm.birdville.k12.tx.us

The goal of the Birdville Independent School District's (BISD) Career and Technology Education Guidance and Counseling Program is to assist students in making effective plans to achieve their educational and career goals. A variety of career awareness activities is available to BISD elementary students as a regular feature in their curriculum. During middle school, students focus on careers through classes and career days. In high school, students continue learning about themselves in relation to the world of work and must choose a career pathway. This K-12 program, administered through the district office and implemented in all schools, is a team effort of counselors, teachers, administrators, librarians, parents, businesses and industries, and community organizations. Student services counselors, campus counselors, and crisis counselors are available to assist every BISD student. Three certified career counselors work closely with all district counselors, teachers, and the entire team to identify resources, assess student interests and aptitudes, initiate programs, and incorporate career development activities.

High-quality materials designed for BISD students are available to help them develop career and education plans and select career pathways. Teachers at all levels incorporate career information into their classes to support students in making good career-related decisions. A commercial career information system is available on each middle and high school campus. All schools work closely with parents and are site-based managed. A handbook is available to assist elementary and middle school counselors and teachers in guiding students in their career development. In addition, guest speakers—often parents—visit classes to talk about their careers, and local business representatives frequently visit all the BISD schools. Career information is disseminated through parent meetings, student handbooks, group and individual counseling, assemblies, news media, cable television, videotapes, handouts, and word of mouth. An internship program is available, and students have many opportunities to discover their interests and aptitudes.

Flambeau Career Guidance and Counseling Program

Doug Spielman, 7-12 Counselor
Chuck Ericksen, Community Education Director
School District of Flambeau
N5377 Maple Street
Tony, WI 54563
(715) 532-7760
Fax: (715) 532-5405

Located in a rural and economically disadvantaged part of northwestern Wisconsin, the School District of Flambeau serves only 700 students in grades 7-12; nonetheless, it is a very significant part of the Flambeau community. The Flambeau Career Guidance and Counseling Program (FCGC) is integrated into all aspects of the K-12 curriculum, and student progress is documented through portfolios. Students access information through the Wisconsin Career Information System and a wide variety of other state and national resources.

The nationally recognized Flambeau Community Education Program and the FCGC participate in a cooperative arrangement based on partnerships established over time. Teachers, students, and staff interact with members of the community who mentor, teach classes, and provide job shadowing and community-based learning experiences. In addition, some individuals serve on advisory councils, school improvement teams, and ad hoc action committees. Workshops, classes, forums, focus groups, and special presentations are conducted through the community education program. These activities focus on job skills development, personal development, career counseling, community leadership training, professional development, and parenting skills. Students, parents, and community members of all ages participate in these learning activities.

At all levels, the curriculum emphasizes experiential learning and helps students develop an inside view of various professions through entrepreneurship, artists-in-residence, and youth service learning programs. In addition, project-based learning engages students in real life problem-solving and allows them to demonstrate their academic and vocational skills. Students are involved in the FCGC Program through peer mentoring and peer instructional services in the areas of economics, entrepreneurship, leadership, peer pressure, anger management, drug and alcohol refusal skills, traffic safety, self-esteem, and health.

School-Wide Counseling Program To Support Tech Prep

Dr. Anna Marie Yates, Counselor
Elk Grove High School
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Elk Grove Village, IL 60007
(847) 718-4455
Fax: (847) 718-4515

The School-Wide Counseling Program To Support Tech Prep at Elk Grove High School serves approximately 1,700 students every year. Its purpose is to organize and update a well-defined system of guidance activities to promote the career development of all students representing many cultures and having diverse academic abilities. Led by a team of nine counselors, the counseling program addresses the needs of all students through various services, including English as a Second Language, the Talent Development Program, counseling, special education services, and advisory groups. Guidance and counseling activities are shared by other school personnel, including the social worker, school psychologist, school nurse, services learning director, staff of the special education department, assessment director, and all student services personnel.

The counseling program is an integrated part of the total educational process at Elk Grove High School and involves all school personnel. This outcome-based program is organized into a planned curriculum empowering students to learn more effectively and efficiently. The program provides specialized counseling and intervention services and offers maximum student growth and development in three domains: (1) educational/academic—learning to learn; (2) personal, social, physical—learning to live; and (3) career—learning to work. A key feature of each students' career development is the development of a portfolio, which includes all test results, students' best work, a résumé, and a cover letter. Junior and senior students can gain experience in the workplace by participating in the Public Service and Community Resource course, volunteer work, and internships. The strong school and business partnerships in Elk Grove provide students with the opportunity to work at places that match their work style or preference.

Shared Counselor Partnership Program

Vicki Stanfield, Program Director
North Harris College
2700 West W. Thorne Drive
Houston, TX 77073-3499
(281) 618-5434
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E-mail: stanfiv@nhc.nhmccd.cc.tx.us

North Harris College (NHC), in collaboration with its two service area school districts, Aldine Independent School District and Spring Independent School District, developed the Shared Counselor Partnership Program to facilitate the successful transition of secondary students into postsecondary education programs. The Shared Counselor Partnership Program maximizes student services in order to address the needs of all students, including members of special populations; students from different racial/ethnic, socioeconomic, and cultural backgrounds; and students at risk of failing or dropping out of school. This comprehensive student services system stresses the importance of early guidance of students in selecting education and career pathways through coordinated assessment, counseling, advisement, financial aid, and placement services. The program has forged strong ties with businesses and industries, public schools, universities, and other community entities to provide organized and connected learning opportunities for its diverse student population.

The Shared Counselor Partnership Program meets students' career development needs and concerns through group and individual counseling; group workshops on various topics, including stress management, family issues, résumé writing, and career planning; a peer/mentor system; vocational leadership conferences; and motivational speakers. The shared counselors, who function both as members of the high school's guidance program and as college advisors, assist students in career planning, preparation, and transition. Beginning in the 8th grade, students can take a career investigation class, are introduced to the Get a Life Career Portfolio, and develop their individual career plans. Senior-to-Senior Conferences provide an opportunity for graduates from the previous year to tell current seniors about college and/or career life after high school. Parents and students attend the Improved Career Decision-Making Workshop to learn about the latest career trends identified by the Texas State Occupational Information Coordinating Committee. Career fairs and college night programs provide students with relevant information to help them make appropriate career choices.

Van Buren Intermediate School District's Comprehensive Career Guidance Program

Donald Olendorf, Administrator for Special Programs
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The Van Buren Intermediate School District's Comprehensive Career Guidance Program helps youth and adults in Lawrence, Michigan—the state's second poorest county—(1) make informed career and educational decisions, (2) develop and implement individual career plans, and (3) prepare portfolios to document their progress toward educational and career goals. This program is founded on Donald Super's idea that an effective career guidance and development program enhances students' abilities to make sound career decisions and plans. Additionally, the program incorporates technology into its guidance content and delivery to better meet the needs of area students, educators, employers, and the community at large.

Counselors at the Vocational-Technical Center collaborate with counselors and teachers in 15 local districts to help all students in their career and educational planning. Teachers use prefolio workbooks to help 8th or 9th graders identify their top career interests and abilities. Students participate in various structured career awareness and exploration activities, including reading, computer information, job simulations, career internships, job shadowing, and work-based learning. With the counselor's guidance, students translate their decisions into career plans known as Employability Development Plans (EDP). In addition to the EDP, students also develop a four-year program plan based on their career and postsecondary decisions. The EDP is the starting point for student-managed portfolios that documents students' progress toward the goals outlined in their career plans. While the EDP is the index for the portfolio, a résumé based on student information in the portfolio serves as its summary.

The Van Buren Intermediate School District Vocational-Technical Center's Comprehensive Career Guidance Program was recognized as an exemplary program by the U.S. Office of Education in 1986 and by the United States Army in 1994 under its Planning for Life Awards.

APPENDIX C
ABSTRACTS OF 1995 EXEMPLARY CAREER GUIDANCE AND COUNSELING PROGRAMS

Career and Technology Education Guidance and Counseling Program

Dr. Phillip Gilbreath, Director
Garland Independent School District
Harris Hill Administration Building
P.O. Box 469026
Garland, TX 75046-9026
(214) 494-8540

Located in one of the fastest growing areas in Dallas County, the Garland Independent School District (GISD) serves over 43,000 students in grades K-12 in 58 school campuses and one cooperative center. GISD offers Career and Technology Education (CATE) programs that empower students to achieve their potential and experience success through a comprehensive, integrated program. Students have access to information and receive assistance in the development of skills necessary for decision-making, problem-solving, and career and life planning. The program is an organized team effort consisting of counselors, teachers, administrators, librarians, parents, private industries, and community organizations. Every team member is committed to promoting the educational, psychological, social, and career development of all students.

CATE counselors perform several responsibilities, including coordinating all career interest survey testing, providing personal guidance to students in making career choices and selecting appropriate courses, providing CATE course information to middle school and high school students, and serving on advisory councils. Career and assessment materials (e.g., Ohio Career Interest Survey, Boy Scout Survey, Discover Computer Assisted Career Assessment, Decisions Guidance Booklet), career activities (e.g., career night, college night), and counseling strategies (e.g., individual and group counseling, classroom guidance) enable students to do career investigation and educational planning. The success of the guidance program in addressing the diverse needs of its student population is due in part to the strong support of parents and the community.

Career and Technology Education Career Guidance and Counseling Program

Bonny Green, Director
Katy Independent School District
Miller Career Center
1734 Katyland Drive
Katy, TX 77493
(713) 396-6300

The mission of the Career and Technology Education program in Katy Independent School District (ISD) is to integrate career awareness, technical preparation, and academic excellence to train students to become productive citizens in a global workforce. Career awareness begins at the elementary level with career week programs and the implementation of a guidance curriculum. Career exploration is emphasized in middle and junior high school where students participate in the ACT's Career Planning Program (CPP). The CPP is an assessment designed to provide students with accurate, comprehensive information about their abilities and interests and help them explore and identify career paths.

Katy ISD's Career Guidance and Counseling Program uses individual and group counseling to address students' career development needs and concerns. Professional development activities are conducted for counselors, teachers, and other school personnel to increase their knowledge and understanding of career exploration, counseling, postsecondary training options for students, school-to-work, applied academics, and local partnerships. In addition, courses that promote increased self-concept and effective interpersonal and leadership skills, including career investigation, psychology, sociology, and health, are offered at the secondary level. The Miller Career Center, which serves as the central site for Katy ISD, is rich with current computer-based career resources that are available to students every day.

Career Guidance and Counseling Program

Glenda Taylor, Program Supervisor
Caddo-Kiowa Vocational-Technical Center
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(405) 643-5511

A comprehensive career development program, the Career Guidance and Counseling Program of Caddo-Kiowa Vocational-Technical Center (C/K VTC) helps secondary and adult students set educational and career goals. Through a "building block" format that begins in kindergarten and extends through 12th grade, students learn the importance of continued personal growth and good communication skills, improving self-awareness and self-advocacy, and exploring several career options. Adult students are afforded many of the same opportunities, in a slightly different format, that are available to secondary students.

Students are assisted in developing and implementing an individualized career plan based on their knowledge gained through the program. An important component of the Career Guidance and Counseling Program is job placement. To facilitate the transition from school to work, all students are required to attend job readiness classes and participate in on-the-job training in their field. Various strategies are used to assist the approximately 1,600 students every year. These strategies include individual and group counseling, career awareness activities, and testing. Materials used include vocational assessment tools and a wide variety of career resources in the form of videos, books, handbooks, and games.

Project SOAR—Success Opportunities Through Articulated Resources

Brenda Nixon, Project Coordinator
Metro Tech
1900 Springlake Drive
Oklahoma City, OK 73111
(405) 424-8324

A consortium of Oklahoma City schools initiated Project SOAR (Success Opportunities through Articulated Resources) to plan and implement an articulated education program that includes academic and vocational education for area students. At the core of the project are career education and preparation components. Project SOAR participants have access to an extensive career guidance and counseling program that includes (1) career awareness, (2) career exploration, and (3) career planning. Each component has a well-developed curriculum that is integrated into school programs. In addition, the Oklahoma City schools' career guidance and counseling program adapted the National Career Development Guidelines developed by the National Occupational Information Coordinating Committee.

Each of the eleven middle schools and twelve high schools in the district has a Career Resource Center (CRC) to serve every student as well as many adults in the community. The CRCs, which are funded collaboratively through Project SOAR, Metro Tech, and the vocational-technical education program, serve as a hub for dispensing information and for developing the school's career curriculum. Students earn one credit in the CRC by completing a comprehensive career development curriculum that includes making a video interview, learning the "Top Jobs in the 2000s," "dressing for success," and completing a four-year education plan. CRC maintains a portfolio, containing assessment data, coursework, successes, honors, a résumé, and a career plan, for every student on both disk and hard copy. Students, counselors, and teachers routinely use the computers and other resources in the CRCs.

Springdale High School's Career Guidance and Counseling Program

Linda Auman, Counselor Coordinator/Vocational Coordinator
Springdale Public Schools
1103 W. Emma Street
Springdale, AR 72764
(501) 750-8883

The Career Guidance and Counseling Program of Springdale High School (SHS) is part of a total team effort within the school to help approximately 1,600 students every year prepare for the world of work and/or further education. SHS students receive intensive career guidance and counseling by (1) taking a one-semester Career Orientation course in 8th grade during which their learning styles, career interests, and aptitudes are assessed; (2) building their career portfolio; (3) participating in guidance activities that stress teamwork, conflict resolution, and use of leisure time; (4) selecting a career major and developing a program of study during their 10th grade year; (5) taking the ASSET by ACT and/or Armed Services Vocational Aptitude Battery in their junior years; (6) attending the College Fair and Career Fair during their junior and senior years; and (7) maximizing the career resources available at the school's Career Center, a state-of-the-art facility.

A teacher advisory system, based on a Career Action Plan (CAP), makes it possible to respond to the career guidance needs of this large number of students. Teacher advisors, trained by counselors, meet monthly with approximately twenty students. The commitment of counselors, teachers, parents, administrators, business and industry, and students to continue improving the guidance program at SHS accounts for the success of the program in (1) exposing students and parents to different educational and occupational opportunities, (2) responding to the counseling needs of a diverse group of students, and (3) assisting students to successfully transition from school to work and/or postsecondary education.

Career Development Center

Marcela Rodgers-Vieira, Counselor/Coordinator
San Joaquin Delta College
5151 Pacific Avenue
Stockton, CA 95207
(209) 474-5674

San Joaquin Delta College (SJDC) is a state-supported community college located in a low socioeconomic area in Stockton, California, with an estimated enrollment of 18,000 students. The student population is highly diverse with 48% white, 20% Hispanic, 6% black, and 26% Asian and others. To prepare SJDC students for the challenges of a changing workplace and increased global competition, the Career Development Center (CDC) assists all students and potential students at San Joaquin Delta College with the much needed career life planning process. The CDC framework is based on the National Career Development Guidelines, California Community College (CCC) Student Matriculation Plan, CCC Quality Indicators for Gender Equity and Single Parent/Homemaker Programs, career development theories (e.g., John Holland), and other career development resources. The purpose of the CDC is to (1) enhance students' self-knowledge and (2) refine skills in seeking and processing information, analyzing career problems, formulating creative solutions, choosing the most promising career opportunities, and implementing plans to accomplish goals that integrate their personal and career aspirations. The career life planning process empowers students to face career problems and crises, as well as acquire skills and hone capabilities to manage their own career development over a lifetime. CDC offers numerous services, including assistance on educational, career, and occupational exploration; decision making and goal setting; scholarship/financial aid information; résumé writing; college orientation; child care grants; and interview skills. The strategies used by CDC staff in reaching out to students are individual assistance, group presentations and workshops, a sequence of one unit career development courses, and independent study.

JOBS Program—OWLS (Older, Wiser, Learning Students)

Sue Stidham, JOBS Program Director
Northeastern Oklahoma A&M College
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Miami, OK 74353
(918) 542-8441

Designed to assist individuals who have dropped out of schools, who are trapped in low-paying jobs, who receive Aid to Families with Dependent Children (AFDC), and who are displaced homemakers, the JOBS Program is located at Northeastern Oklahoma A&M College in Miami, Oklahoma. This program, known as OWLS (Older, Wiser, Learning Students), has given these individuals the hope and the opportunity to become self-sufficient and to break the cycle of dependency on the welfare system. The program collaborates with various agencies such as the Department of Human Services, Job Training Agency, Native American organizations, area churches, and community action groups in helping these adult students realize their dream of obtaining an education.

Prior to admission to the program, OWLS participants complete a comprehensive intake process that involves an evaluation of cognitive, behavioral, and social skills, as well as needs, interests, and abilities. Students work with counselors in making educational and career decisions. When admitted to the program, students sign a contractual agreement to ensure program compliance and student success. Counseling services include individual and family therapy, physical and sexual abuse therapy, substance abuse counseling, parenting, and educational services. An essential educational service that the older, wiser, learning students receive is the availability of highly qualified tutors in math, science, health science, and English. These tutors also assist in delivering the employability module that includes "Return to Learn," résumé building, and job readiness skills.

The Pathway Program

Tonjua Williams, Coordinator
St. Petersburg Junior College
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St. Petersburg, FL 33733
(813) 341-3767

The Pathway Program paves the way for aspiring disadvantaged and other underrepresented students to enter the Nursing and Allied Health programs in St. Petersburg Junior College. The program takes pride in its strong career guidance component and other services that enable students to increase their self-esteem and self-advocacy; improve their socialization, work, and study skills; gain knowledge on conflict resolution and problem solving; and make career decisions that match their interests, abilities, and aptitudes. Services provided to Pathway participants include counseling, remediation, tutoring, assessment, financial assistance, resources, mentoring, career shadowing, and a well-planned curriculum. Pathway students sign individualized contracts that outline expectations and requirements they have to fulfill. In addition, students have access to the services offered by other resource centers such as the New Initiative Program and Career Center. Successful graduates become ambassadors of the program. The impact of the program to students is captured best by one graduate's remark: "I want to give back what was given to me."

Student Services/Counseling Program

Michael Crehan, Counselor
Renton Technical College
3000 NE 4th Street
Renton, WA 98056
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The Student Services/Counseling program, an integral part of the Renton Technical College in Renton, Washington, serves a diverse student population that has an average age of 32 years. The program was established to serve all students, not just those who come to the counseling center. Guided by the National Career Development Guidelines and A Guide for Counseling and Guidance Services in Washington State, counselors are achieving their goals of facilitating (1) lifelong learning competencies; (2) personal effectiveness competencies required for social and personal development; and (3) life role competencies in multiple settings, including school, home, work, and community. Students' basic skills, interests, and aptitudes are assessed to determine career direction. Counselors assist students in setting educational and life goals and in making appropriate career choices. They also act as a liaison among students, agencies, faculty, and administrators. To enhance students' success, the program provides support services, including counseling, financial aid information, co-op placement, job fairs, career fairs, tutoring, transportation, child care, and mentoring. The program has been successful in graduating approximately 1,200 students from the various occupational programs each year.